



**JIBC**

School of Health, Community & Social Justice  
Health Sciences Division

## ACP STUDENT PRACTICE EDUCATION LEARNING PLAN

<b>Student Name:</b> SMITH, Jane	<b>Cohort:</b> 23	<b>Term:</b> 1	<b>Practice Education Lead:</b> Bob Jones	<b>Date:</b> March 6, 2024
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<b>Self-Assessment</b> <i>GRS area of developing practice</i>	<b>Learning Objectives</b> <i>SMART Goals: Specific, Measurable, Achievable, Relevant, and Time-Sensitive</i>	<b>Learning Activities</b> <i>Specific, measurable and actionable</i>	<b>Evaluation Indicators</b> <i>Measurable evidence that learning objectives have been achieved</i>	<b>Preceptor Feedback</b> <i>Formative, supportive, specific, objective</i>
Communication: closing communication loops	To improve my closed loop communication, I will get a team member to repeat my instructions back to me at least once on every call for the next shift.	I will advise my preceptor of my goal to hold me accountable for performing my objective on every call.	I will discuss if this method improves my overall communication with my preceptor in post-call debriefs and monitor my GRS scores to achieve an average > 4.5 in the communication domain score.	After some initial awkwardness, Jane found she was able to use repetition to achieve better communication and follow-up with delegated tasks. I have seen her communication and resource utilization improve throughout the block and believe she is well on her way to achieving competence in communication.
Situational Awareness: tunnel vision	When approaching a patient to perform my initial assessment, once I am satisfied that they do not require critical interventions, I will take 3 steps back from the patient to complete my assessment. I will practice this for the next 2 shifts to improve my GRS scores to a 5 in situational awareness.	I will advise my preceptor of my goal and develop a mutually agreeable way for them to remind me to step back if I forget to do so after my primary survey.	I will review my GRS scores in Situational Awareness after each shift to determine if my placement has any effect on improving this domain. I hope to consistently achieve 5s by the end of these two shifts.	Jane was easily able to implement this skill into her initial assessment, which helped her to see the larger picture of what was going on around her during calls. However, she's now somewhat hesitant to be more hands-on when it is required which is hurting her decision-making. I recommend that Jane places her ACP kit three steps away from the patient on calls now and uses that as her "home" that she can return to giving her more flexibility of where to stand on calls moving forward.